e-ISSN: 2620 3502 p-ISSN: 2615 3785

Factors Affect Creative Thinking Of Preschoolers In Cognitive Development

Yuldasheva Nilufar Sherquzi qizi

Pedagogy-psychological faculty, Psychology direction, Fergana State University, Uzbekistan

E-mail: nilu-yuldasheva@mail.ru

ABSTRACT

The creativity is one of the best tools which are given by God to discover new things in any field of life. How the creativity may be improved? There are so many ways and methods to reach the creativity. The first thing is upgrade creative thinking and other thinking ways from early development of child. By this study we tried to analyze 4-5 years old preschoolers' creative thinking and we have learned children who illustrated high and low result what things influence on their thinking. To conclude that not to stimulate to think creatively and not to work with children and some our national customs and tradition may cause children to be convergent thinkers.

Keywords: creative thinking, cognitive development, thinking processes.

1. INTRODUCTION

The creative thinking is one of the most complex cognitive activities which consist of interconnected processes. The creative thinking is the way to find solutions by unexpected perspective instead of fixed order. When language development starts thinking process also begins formation. Most people make an effort ordinarily to solve problems but new way of searching solution will give better result than he or she expected. To find new way is refers to the ability to conceive new and innovative ideas by breaking from established thoughts, theories, rules and procedures. Creative thinking involves putting things together in new and imaginative ways. It is often referred to as "thinking outside the box". Everyone has creative abilities however we do not enough pay attention to develop it. There are many things

Preschoolers' world is very creative and magic. The creative thinking of child reaches its peak when he is six years old. Swiss psychologist J. Piaget believes that between 0 and 2 years children become more reflective than being reflexive. From this period child begins imitating, problem solving and knowing object in the environment. Language development has been starting and child uses symbols and words to interpret his or her experience. To represent events or experience symbolic ability will be occurred during this stage of development. When he encounter new thing he tries to explain it and comperes it to his old schemes or experience by this thinking process will be raised. Animistic thought can be seen to understand thing in the environment. Cognitive operations have not developed yet to think logically so creative thinking will be shaped by children imagination because children's imagination is richer than adults. Because of the lack of logical thinking, the imagination of preschoolers is very rich as well as they search solution differently from adults. Adults approach to problems through their logical thinking in order to gain solution in the habitual way. They do not think easily like child who can think not relying on any logic connection or explanation. By training with children between 2 and 7 years we can improve their creativity and imagination then they will serve to gain perfect creativity in the feature maturation. From 3 years of childhood child can say name of thing which he or she faced and at five he or she can add extra ideas to object or stories when they are retelling.

2. NEGATIVE EFFECTS OF UZBEK NATIONAL MENTALITY IN THE DEVELOPING CHILD'S CREATIVITY

There are some factors that negative influence on creativity. For example, there are some of cultural and traditional causes will lead to destroy creativity. Ethnologically, in many Uzbek families parents try to bring up strictly due to this some challenges may happen in their creative thinking. Parents always demand on their children being punctual, in good behavior, not to making noises and do respectful communication continuously. If they do not do as a recommendation they will be punished. As a result, children are afraid of to do voluntary action. They think only obeying rules or disobeying will be punished. Fear is the biggest enemy of creativity and it is difficult to forget for children. As well as,

e-ISSN: 2620 3502 p-ISSN: 2615 3785

children are kept in fixed pattern of behavior and children have to show the same movements pattern when they are thinking or acting over a problem. Furthermore, many Uzbek people respect children who are loyal to their customs, rituals and think traditionally. Thinking from his ancestors' heritage is not incorrect but they can not help to open new way of thinking. They are repeated so many times by many generation and they do not have any novelties. Beside from this, trying to distinguish from others is not accepted positively. Thinking creatively means differing from others with new ideas and actions. Providing that children act differently they will faced critics. And, this does not let to think extraordinarily. Sometimes, very curious and active children are assessed negatively like hasty, rowdy and they are not be approved. There are other negative effects to decrease creativity level.

- Keep the child under constant supervision and observe his or her movements
- Controlling constantly child's behavior
- Giving award to done some tasks by parents or grand parents
- Not to allot time to answer child's questions. Uzbek parents do want to answer to their children's question
- Responding to all unnecessary actions to say "it is bad" in order to educate the child's behavior
- When the child is whiny, scaring him or her with a variety of horrible animals
- Comparing the child's achievements, behavior and actions with his or her siblings
- The less of communication with children
- Encouraging convergent thinking of children

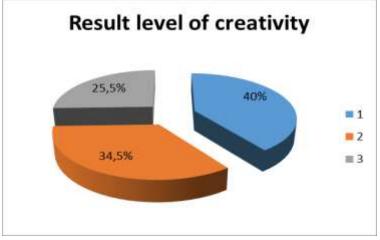
Reasons that mentioned above can be obstacle in the developing of creativity from early age. Possessing of creativity means that the child can be able to deal with challenges which encountered throughout life. To achieve the best solution of issues or puzzles he or she thinks divergently by ignoring old ideas while approaching new thought. The child organizes systematically map of plan to make decision differing from convergent thinker. Children's words or sentences that they say notice us unimportant or meaningless but these kinds of words or ideas did not come without anything and they come their colorful imaginative world. As justifying this, we are surprised when heard their speech and we astonished and amaze by their opinion. How they come to their mind? If we find answer or solution from our cognitive operation, they search an answer by accommodate information which took from environment to their old schemas. They do not use complex cognitive skills and reach the answer by imagination and creativity for that reasons are important to developing children. They never think about their answer correct or incorrect so original ideas happen on their brain.

3. METHOD

To study children's creative thinking ability we have conduct experiment 22nd preschool in a village Qushtepa district, Fergana region. 55 children between 5 and 6 age were chosen to analyze creativity. The purpose of research is learning creative thinking and to define affects creativity decreasing. To measure we use rounds which was drawn in the prepared papers. According to the roles of experiment children have to draw round shape things in rounds during the given time. Time duration was 5 minutes.

4. RESULTS

19 participants drew 7 round shape pictures, 22 participants illustrated 5 round shape pictures and 3 round shape pictures were presented by 14 participants. Calculating of result: 7 - good, 5 - medium, 3 - low. In terms of results, 34,5 percent of children's thinking is well developed, 40 percent showed medium level of creativity and low degree of thinking was 25,5. In first figure results are given.



e-ISSN: 2620 3502 p-ISSN: 2615 3785

5. DISCUSSION

Children who accounted possessing low level of creativity were observed and learned. From these observations it could be clear that surrounding environment in these children's families was not diverse, traditional approaches to bringing up, lack of attention to children, lack of exercises to raise thinking ability and parents do not give attention to train with their children. The family of children who had a good level of creative thinking was observed and older people and parents of these families regularly engage with children, tell stories to children, encourage creativity, helps them master new activities and so on. As a result, the following recommendations were given to increase the creative thinking of children.

- Telling unfinished stories to children and allowing them to continue
- Painting colorless images
- Support children to give new answers, for example what will you be bird? Can the dogs speak? In this time thinking, imagination and language are activated
- Take children to new places such next villages, cities, museum or gardens
- Give them object like doll or box and let them make new things
- Instead of playing games at all times, encourage them to play in new style, namely breaking the rules. It is not always necessary for the child to use the same system when doing new work
- Make sure that your presenting toys must consist of many parts and are easy to rebuild
- Let the child mass the room around him or her when he or she playing. For example, when children put pictures on the walls or cut the paper or fabric with scissors, we are reprimanding them. This way we block the development of the child's creativity. A child who develops normally asks the subject "what is it?" and then conducts some research on it
- Do not always give the child a painted book, invite them to paint the pictures themselves and tell them a story

6. CONCLUTION

In conclusion, every person involved in the development of the parent or child should be creative in order to develop the child's creativity and thinking. It is important for a child's developing environment to become a genius for enriching his imagination. When we discipline the child's behavior, we always require that law be complied with or we may limit his creativity by one-sided approach. Therefore, we should try to get a response that is more and more new without stopping to respond to the child's response.

REFERENCES

B. Lefa. The Piaget theory of cognitive development: an educational implications. – USA, Lowa: Wadsworth, 2009, 456p.

Flavell JH (1963). The developmental Psychology of Jean Piaget. New York: Van Nostrand.

Flavell JH (1977). Cognitive development. Engllewood cliffs, NJ: Prentice – Hall.

Hertherington, E.M and Parke, R.D (1975) child Psychology: A contemporary viewpoint. New York: MCGraw Hill.

Meyer WJ, Dusek JB (1979). Child Psychology Developmental perspective Syracuse University: DC Health and company.

J. Sternberg. Cognitive psychology, sixth edition. – USA, Belmont: Wadsworth, 2012, 643p.

Lipowski M., Buliński L., Krawczyński M. Physical activities among other types of health-related behaviour in people losing weight. Med. Sci. Monit. 2009;15:CR423–CR428. [PubMed] [Google Scholar]

Lipowski M., Zaleski Z. Inventory of Physical Activity Objectives—A new method of measuring motives for physical activity and sport. Health Psychol.Rep. 2015;3:47–58.doi: 10.5114/hpr.2015.49462. [CrossRef][Google Scholar]

- R. Shaffer and K. Kipp. Development psychology Childhood and Adolescence, eight edition. USA, Belmont: Wadsworth, 2010, P. 57-59.
- W. Huitt and J. Hummel.Cognitive Development, Retrieved,— USA, Belmont: The World Wide, 2002, 234p.